

The ITCs and How to Develop Writing and Reading Skills in Students of Portuguese Primary School

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Abstract

The New London Group (1996) introduces the concept multiliteracies and highlights two aspects of the increasing complexity of texts: (i) the proliferation of multimodal ways of making sense that written word is increasingly part member of the visual, audio and spatial patterns; (ii) the relevance of linguistic and cultural diversity is characterized by local and global connection. With the intent that all students benefit from the use of learning media and are involved in what to learn and how to learn.

The multissemiose is one of the characteristics of hypertext, in which language becomes not only alphabetically, and can work simultaneously and seamlessly with verbal and nonverbal (Bolter, 1991), allowing the reader to browser-take an active role, creating its own journey of reader and / or co-author.

The aim of this study is to explore the pedagogical potentials of the ITC in developing the writing and reading skills of children's in primary school. In particular this presentation wishes to illustrate and discuss a journey of learning reading and writing with students of 4th Year in Primary School, in a school housed in the Education Intervention Priority Territory (TEIP) in the suburbs of Lisbon. Through the use of various tools that we use the verbal and nonverbal, students take an active role in their learning. Educational attainment in the skills of reading and writing skills have improved, both in terms of processes and in terms of final products produced.

This study will further highlight the benefits of web logging activities and the impacts of these activities on students motivation to learn writing and reading.